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States and Cities Eyeing Pensions As Fiscal Source

'Raids' May Deplete Funds, Teachers Warn

By Karen Diegmüller

Faced with a \$2-billion budget deficit this year, New York officials turned to a fiscal outlet that is looking increasingly tempting to other states as well—the massive state pension fund for teachers.

As the economy weakens across the country, lawmakers in a number of states and major cities have been eyeing these sometimes robust, sometimes anemic sources of funding as a cure for their budget crises.

The New York plan, which indirectly freed up state funds by permitting local school districts to defer hundreds of millions of dollars in retirement contributions, was accompanied by technical changes that, actuaries say, will protect the financial health of the \$30-billion teachers' pension fund.

Nevertheless, teachers and their representatives are voicing widespread apprehension that their retirement funds will be "raided" into insolvency. Such forays are particularly troubling, they say, because they come at a time when the systems are preparing for the retirement of the "baby boom" generation of teachers in the next 10 to 15 years. And the next generation of teachers and taxpayers, they warn, may be reluctant to pay for that large group of retirees.

"The biggest challenges facing teaching-retirement systems [is] keeping politicians out of the trust funds. This is at the state level; this is at the federal level," Bruce Hineman, secretary-treasurer of the National Council of Teacher Retirement, told a

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Sandy Harper, a teacher at Greensview Elementary School in Upper Arlington, Ohio, uses the Reading Recovery method to work with a 1st-grade student.

New Zealand Import: An Effective, But Costly, Way To Teach Reading

By Debra Viadero

UPPER ARLINGTON, OHIO—At the beginning of this school year, Sean, a 1st grader in a special program here for struggling readers, could recognize only four words: "I," "a," "no," and his own name.

But on a recent day last month, as a group of teachers at Barrington Elementary School sat behind a one-way mirror and watched, the 7-year-old's difficulties with the printed word were barely noticeable.

"There are four trains in Uncle Bun- cle's house," the child read aloud, moving his fingers along the page as he spoke. Working quickly during the next 25 minutes, he would read three more books with equal ease, learn to spell the word "on" using magnetic letters, write a sentence with the help of his teacher, cut it into pieces and reassemble it, and read

another, slightly more difficult book.

Every aspect of this scene—the boy's rapid progress, the fast-paced, one-on-one lesson, even the observers behind the mirror—is characteristic of an increasingly popular program known as Reading Recovery.

Imported to the United States from New Zealand in 1984, the program is intended to be an academic lifeline for 1st graders like Sean who are having trouble learning to read.

Since its debut in this nation, the program has been adopted by school districts in 22 states. And researchers have compiled data on more than 15,000 children who have passed through it.

The teaching method has managed to draw praise both from advocates of a phonics-based approach to the teaching of reading and those who believe children should be taught by reading whole

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S.A.T. Revisions Will Be Included In Spring '94 Test

College Board Rejects Plan To Require Essay

By Mark Pitsch

BOSTON—In an effort to provide more and better information from the Scholastic Aptitude Test to students, schools, and colleges, the trustees of the College Board last week approved the most substantive changes in the college-admissions test in decades.

The new test—which will be taken by high-school juniors and seniors for the first time in the spring of 1994—will place a greater emphasis on critical reading skills, include mathematics questions requiring student-generated answers, and permit the use of calculators for the first time.

But while the College Board's 24-member board of trustees decided to offer essay questions that will test English proficiency, it refused to make the 20-minute exercise mandatory.

The proposed essay requirement had been the target of intense criticism that such a component would unfairly impair the ability of immigrants and non-native speakers of English to perform satisfactorily on the test.

Criticism of the proposed essays, concerns over the cost of administering and grading them, and questions about the use of calculators delayed a decision on the changes at a trustees' meeting in September. (See *Education Week*, Oct. 10, 1990.)

Donald M. Stewart, president of the College Board, said in an interview last week that, even though the changes stopped short of what had originally been planned and field-tested, he was pleased

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The First Freedom

The Williamsburg Charter Foundation has launched two efforts to promote the study of religious liberty.

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Waste Not

More schools are recycling their waste.



U.S. Environmental Protection Agency

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Mother Tongue

A new and little-noticed federal law will encourage the use of Native American languages in many schools.

Educators Focus Attention on Ways To Boost Student Motivation

By Robert Rothman

As educators search for ways to boost perennially low levels of student achievement, many are zeroing in on what they consider a root cause of poor performance: the lack of students' motivation to learn.

Despite the well-documented link between effort and performance, researchers note, several recent studies have shown that most students do not work very hard at school.

For example, the 1988 National Assessment of Educational Progress found that about half of students in all grades read a total of 10 or fewer pages a day for homework and school.

This situation has come about, researchers contend, because students' peers, and the society at large, have sent a message that students need only do what it takes to get by.

And schools themselves, educators argue, have contributed to the problem by demanding little of students and by presenting material in a boring fashion that

deadens their interest in schoolwork.

"Students have to understand that their success in life bears a large relationship to their success in learning," said Christopher T. Cross, assistant U.S. secretary of education for educational research and improvement, who is hosting a conference on the issue this week in Arlington, Va.

Currently, he said, students and parents "believe that ability is more important than effort, and don't appreciate the fact that effort is a key ingredient in doing well."

To spur student motivation, several educators have called for new kinds of incentives, such as more closely tying job or college-entry prospects to accomplishment in high school. Such moves would encourage all students, not just those who plan to attend selective colleges, to work as hard as they can in school, in the opinion of Albert Shanker, president of the American Federation of Teachers.

"Students are people, and people basically do the things they have to do to get where they want to go," Mr. Shanker said. "If the standards for college entry were higher, I'm

sure the overwhelming majority of students would meet the standards. If you don't have to, why not watch TV [instead of doing schoolwork]?"

But Theodore R.Sizer, chairman of the education department at Brown University, responded that incentives are not enough to motivate students. What is needed, he argued, are changes in curriculum and instruction that would engage students in classroom work.

Outside incentives "might bring [students] to the edge of the pond, but it won't make them drink," Mr. Sizer said. "A good salary might bring us to work at an office, but it might not get us to work very hard. The heart is, what you're doing is interesting."

"Watch a play being produced, or a class of kids trying to figure something out," he continued. "The level of engagement derives from interest. Achievement is likely to follow. There is very little achievement when you don't engage. It's an absolute precondition for serious work."

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IN SUMMARY

Big Apple Brouhaha

New York City Mayor David N. Dinkins and the city teachers' union last week denied news reports that the Mayor had asked the union to renegotiate a just-ratified contract for this year. **Page 5.**

Don't Pass the Salt

Five school districts this fall began using new menus and recipes in an unusual federally funded effort to lower the amount of fat and sodium in school breakfasts and lunches. **Page 6.**

New Troubles for Mississippi

School officials in the Magnolia state last week warned that impending budget cuts to offset a deficit could lead to personnel cuts or even bankruptcies before the school year is over. **Page 14.**

A 'Coup' in California?

Superintendent of Public Instruction Bill Honig last week said that recent moves by members of the state education board to assert their authority "smacked of a coup." **Page 14**

Death of a Bill

A group of several conservative Republican senators sounded the death knell for the omnibus education legislation, despite President Bush's backing for the measure. **Page 17.**

Budget Battle Over

The President last week was expected to sign a \$182.2-billion labor and social-service spending bill that includes \$27.4 billion for Education Department programs. **Page 17.**

Clinics and Abortion Counseling

The Supreme Court last week examined rules that prevent federally funded family-planning clinics from providing abortion counseling and referrals to clients, including school-age adolescents. **Page 18.**

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ACROSS THE NATION

NATIONAL

NASBE Study Groups To Examine Multicultural, Special Education

The National Association of State Boards of Education will form two study groups to examine multicultural and special education during the coming year.

A. Walter Esdaile of Connecticut, NASBE's new president, announced the topics during the organization's annual meeting in Newport, R.I., last month.

The study group on multicultural education, which will meet for the first time in January, will examine how teacher training and curriculum materials can better reflect the increasing cultural diversity of the classroom, said Brenda L. Welburn, NASBE's deputy executive director. In addition, the group will examine how race, culture, language, and socioeconomic status affect teaching and learning.

The study group on special education will

consider the place of special education in a restructured school system. "We have created a second system over the last two decades, feeling that there were gaps in the primary system of education," said Patricia B. Mitchell, staff director of the study group. "Now, how do we create one system that really can serve the vast majority of kids?"

During the annual meeting, delegates to NASBE also passed a resolution endorsing parental choice within public schools. But they advised the federal government not to make major program funding contingent on state choice plans. Other resolutions adopted by the group advocate the development of a multicultural teaching force and the creation of a national policy on children, youth, and families.

Seven new board members have been elected to the National Board for Professional Teaching Standards.

Elected last month to three-year terms were Gil R. Alexander, a secondary-school science teacher from Helena, Mont.; Thom-

as W. Cole Jr., president of Clark Atlanta University in Atlanta; Eugene H. Cota-Robles, assistant vice president for academic affairs at the University of California, Berkeley; E. Harold Fisher, vice president of the National School Boards Association; Keith B. Geiger, president of the National Education Association; Gerald N. Tirozzi, Connecticut education commissioner; and Janice F. Weaver, president of the American Association of Colleges for Teacher Education and dean of education at Murray State University in Murray, Ky.

Among those whose terms expired were Mary Hatwood Futrell, past president of the N.E.A.; Ruth E. Randall, former Minnesota education commissioner; and Phillip C. Schlechty, president of the Center for Leadership in School Reform.

The N.B.P.T.S., which is attempting to establish a nationwide teacher-certification system, also re-elected 14 board members for another three years, including Chairman James B. Hunt Jr., the former Governor of North Carolina.

STATES

E.D. Owes Rhode Island Agency \$2.7 Million, Judge Rules

A federal judge has ruled that the U.S. Education Department owes \$2.7 million to a Rhode Island agency that guarantees student loans.

U.S. District Judge Ernest C. Torres said in a decision released Oct. 26 that the department broke a contract with the Rhode Island Higher Education Assistance Authority when it withheld the money to comply with a 1987 federal deficit-reduction law.

Judge Torres did not address questions of constitutionality and due process.

The Rhode Island decision is the latest in a series relating to the federal department's implementation of a decision that required loan-guarantee agencies to reduce their reserves.

While some guarantee agencies have received favorable rulings at the district-court level, they have not been successful in the federal appellate courts or upon appeal to the U.S. Supreme Court. The High Court last month declined to hear appeals from

five guarantee agencies.

Education Department officials have not seen the ruling and declined to comment, a spokesman said.

The two teachers' unions in Florida have met to discuss the ground rules for holding formal talks on merging the two organizations, officials of the two organizations said.

In a joint announcement, the presidents of the Florida Education Association/United and Florida Teaching Profession-National Education Association said they believe "the financial and substantive issues confronting public education in Florida require a more concerted approach to public policy."

The possibility of merging the National Education Association and the American Federation of Teachers at the national level arose at both unions' conventions last summer. (See *Education Week*, Aug. 1, 1990.)

Some observers have suggested that state organizations will be encouraged to merge as a prelude to national merger.

Jeff Wright, president of the F.T.P.-N.E.A., said he had "no idea" whether the talks will actually lead to merger of the two organizations. "We're way, way, away from any substantive discussion," Mr. Wright added.

DISTRICTS

Superintendent in Minnesota Target Of Shootings, Pipe-Bomb Attack

A Minnesota school-district superintendent and his family have been the targets of two shootings and a pipe bomb over the past year, but baffled police have no suspects or discovered any possible motive for the incidents.

None of the attacks resulted in injury to Richard Guevremont or his wife and three children, according to Curt Utpadel, chief investigator for the Dodge County sheriff's department. Mr. Guevremont is superintendent of the Hayfield district, near tiny Oslo, Minn.

Most recently, on Oct. 5, someone shot at the Guevremont home with a rifle. Five months earlier, a pipe bomb was discovered in a family car.

The first incident was last December, when someone firing at close range shot into an upstairs bedroom, narrowly missing one of the Guevremont daughters.

Details of the crimes—which police are not certain are related—had not been released earlier at the request of the Guevremont family, but police now hope to crack the case by enlisting public help, Mr. Utpadel said.

Chicago Schools Operating Better, Local Council Members Say in Poll

A recent poll of 700 members of local school councils in Chicago found that 74 percent of the members believe their schools are operating better now than they were a year ago, when the councils were installed to run the city's 542 schools.

The poll was commissioned by Leadership for Quality Education, one of the groups supporting school reform in the city. It found that the strongest supporters of school reform are African-American parents, 85 percent of whom cited improvements in their schools.

Teachers who serve on the councils showed the greatest improvement in attitude, with 62 percent reporting that their schools are operating better than they were before the reforms.

A similar poll conducted in January found that just 31 percent of teachers believed the reforms had helped their schools.

Special Friends

Students at the Marguerite E. Small School in West Yarmouth, Mass., make friends with one of the "Kids on the Block." It's one of several puppets in a traveling show designed to teach young people positive attitudes toward people with cerebral palsy, blindness, epilepsy, and other disabling conditions.

Sherwood Landers

WASHINGTON

Budget, Appropriations Bills Reach President's Desk

By Mark Pitsch

WASHINGTON—The Congress early last week gave final approval to a five-year, \$492-billion deficit-reduction bill that President Bush has pledged to sign, thus ending six months of bargaining, bickering, and politically charged brinksmanship over efforts to start bringing the federal deficit under control.

Lawmakers greeted the bill's passage with relief after spending four furious weeks, often into early-morning hours, crafting the reconciliation bill and the 13 regular spending bills for the fiscal year that began last month.

Mr. Bush also was expected to sign HR 5257, the \$182.2-billion labor and social-service spending bill that includes \$27.4 billion for Education Department programs.

The Congress cleared HR 5257 Oct. 26, after adopting an amendment by Senator Jeff Bingaman, Democrat of New Mexico, to provide \$1 million for the School-Year Ex-

tension Study Commission and \$2 million for a National Council on Educational Goals or its equivalent, if authorized.

House members agreed to the amendment only after Mr. Bingaman removed language that left un-

11% funding hike for E.D., child-care program included.

clear whether the council would need separate Congressional authorization. Representative Silvio O. Conte, Republican of Massachusetts, told his colleagues on the floor that the council should be authorized specifically by the Congress.

Two other amendments were approved by the Senate but then dropped from the final version of the bill. Senator Robert Dole, Republican of Kansas, introduced an amendment, which passed 95 to 1, to amend the Job Training Partnership Act. An amendment offered by Senator Tom Harkin, Democrat of Iowa, would have provided \$10 million for grants to states to begin implementing President Bush's Health Objectives 2000 plan.

HR 5257 allotted Education Department programs an increase of \$2.7 billion, or 11 percent, over last year's spending amount. The size of the increase stands in marked contrast to education appropriations in recent years, which frequently have received increases equal to little more than the rate of inflation.

The increase for education would have been \$487 million larger, if House and Senate conferees had not ordered a 2.41 percent across-the-board cut for all discretionary programs in the bill in order to comply

with limits set by the Congressional budget resolution for fiscal 1991.

Child-Care Vehicle

The deficit-reduction bill, whose final provisions were hammered out during long hours of bargaining following House rejection of an earlier budget compromise reached between the White House and the Congressional leadership, also became the vehicle for a \$22-billion, five-year package of child-care grants and tax credits that had been bogged down for months in Congressional conference committees. (See *Education Week*, Oct. 24 and 31, 1990.)

The centerpiece of the measure, which is the first federal child-care bill to be enacted since World War II, is a new state "child care and development block grant" to help subsidize child care for poor families and bolster program quality, at a cost of \$2.5 billion in the first three years.

The package also provides for an expanded earned-income tax credit

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FEDERAL FILE

Killer pork ■ A virtue of necessity

The Taft Institute, a small federal program that organizes seminars on government for precollegiate teachers, was revived by the Congress late last month after a two year hiatus in funding.

But the future of two seminar programs for high-school students was cast into doubt when the Senate failed to reauthorize them. The bill apparently lost its momentum after it was loaded with "pork barrel" projects—the same fate that befell the Taft program in 1988.

The teachers' institute bill, passed by the House on Oct. 22 and by the Senate five days later, will provide the program with \$700,000 in fiscal 1991 and gradually declining amounts over the next three years.

Two years ago, however, a similar bill died after members of a House-Senate conference panel loaded it with almost \$60 million in pet projects for their districts.

Last year, a bill authorizing \$500,000 a year for three years for the Washington Workshops Foundation, which brings high-school students to the nation's capital for seminars, was passed routinely by the House.

When the bill reached the Senate this year, the funding ceiling was doubled to give an equal amount to Close-Up, another student seminar program.

The bill was also loaded down with \$25 million for unrelated projects, including \$2.2 million for the University of Mississippi's law library, an item that had been stuffed in the Taft pork barrel in 1988.

Also included were \$5 million for a University of Rhode Island center on coastal ecosystems, and \$3 million to create a National Teacher Hall of Fame at Emporia State University in Kansas.

Senator Claiborne Pell of Rhode Island and Senator Nancy L. Kassebaum of Kansas are the chairman and ranking Republican, respectively, of the education subcommittee that reported the bill.

The government's end-of-the-year fiscal crunch gave an Education Department employee a novel idea for promoting a new report.

The cover letter sent to reporters announced that "A College Course Map," which compiles statistics on what courses are taken by college students, had been published, but "nobody has it."

"There are 5,500 copies of the book sitting in a warehouse," the letter said. "But until we have a budget, there is no money to pay the mailing contractor."

This, the letter noted enticingly, means that reporters are being given data temporarily unavailable to the public. The publicity-hungry writer even suggested which pages to read.

—J.M.

Conservatives Succeed in Killing Omnibus Education Bill

By Julie A. Miller

WASHINGTON—Despite the Bush Administration's backing of omnibus education legislation, the measure died when the Congress adjourned Oct. 27 at the hands of several conservative Republican senators who were successful in blocking its passage.

In the end, according to Senate aides and Administration officials, provisions allowing federal funding of the National Board for Professional Teaching Standards were the biggest sticking point, but not the only one.

The stage was set for a final showdown in the Senate when lawmakers reached an agreement with Administration officials the week of Oct. 22.

Under the accord, the Administration agreed to support the package, including the teacher-board provisions. For their part, lawmakers agreed to reduce the cost of the plan and to drop provisions that would have established an education-goals

monitoring panel and mandated certain funding levels for Pell Grants. (See *Education Week*, Oct. 31, 1990.)

President Bush's education initiatives, literacy programs, and teacher-training programs made up the bulk of the legislation.

The Senate was to consider the bill first, to allow the House time to act on any amendments. But negotiations dragged on, and the House took up the bill on the afternoon of Oct. 26, giving it unanimous approval.

Senator George J. Mitchell of Maine, the majority leader, attempted to bring it up for consideration the following afternoon, but met an objection from Senator Jesse A. Helms, Republican of North Carolina, who noted that the bill would authorize spending "\$800 million of the taxpayers' money."

Lobbying continued for several more hours, and the House took up the bill again to add amendments designed to placate the opposing senators.

One provision, for instance, specified that a proposal allowing school districts to receive waivers of federal regulations in exchange for performance agreements could not allow federal funding of school-based

Senators said to object to funds for teacher board.

health clinics.

Bill's Last Hours

But as the evening wore on, it became apparent that a week of lobbying by Administration officials and colleagues had failed, and proponents began to eulogize the bill on

the Senate floor.

"The losers tonight are going to be the children of America," said Senator Edward M. Kennedy, the Massachusetts Democrat who is chairman of the Labor and Human Resources Committee.

In the end, it was the rules of the Senate that killed the legislation. Business is rarely transacted there without the "unanimous consent" of all the senators, and even one stubborn lawmaker can prevent action.

In this case, according to Senate aides and Administration officials, six to eight conservative Republican senators dug in their heels.

Senators need not publicly reveal that they are holding up a bill, but Senator Malcolm Wallop of Wyoming identified himself as one of the holdouts. Others mentioned by observers were Daniel R. Coats of Indiana and Gordon J. Humphrey of New Hampshire.

Some observers characterized Mr.

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Now That the Dust Has Settled: A Box Score on Education Bills

Information for this story was gathered by Washington Editor Julie A. Miller and Staff Writers Ellen Flax, Lonnie Harp, Mark Walsh, and Peter West.

WASHINGTON—Several education-related bills, including legislation to aid mathematics and science education and to promote community service among youths, were rushed to final passage in the waning hours of the 101st Congress.

Other bills died for lack of time, most notably legislation to amend the Job Training Partnership Act, which observers say may not be revived in the next session.

The science bill, HR 996, includes two scholarship programs from a bill that originated in the House Science and Technology

Committee; another scholarship program originally proposed by President Bush; and miscellaneous provisions from S 2114, a wide-ranging bill sponsored by Senator Edward M. Kennedy, Democrat of Massachusetts.

The bill authorizes \$122.9 million in the fiscal year that began Oct. 1, with spending to rise to \$194.5 million in fiscal 1993. It was approved on voice votes in both the House and the Senate.

The measure creates three scholarship programs, each of which would provide \$5,000 a year to winners: a "National Science Scholars" program proposed by the President, for top high-school seniors intending to study science; "Robert Noyce Scholarships," for undergraduates willing to commit to teaching precol-

legiate math or science; and a program for undergraduates planning to pursue postgraduate work or to work for the government or an American business.

The bill also establishes a national clearinghouse and provides funding for regional consortia to collect and disseminate information on math and science education; provides grants to museums for educational programs, particularly those aimed at elementary-school students; and offers grants to school districts for "systemwide reforms," such as improved curricula, advanced teacher training, or restructuring.

Higher-education provisions include fellowships and grant programs designed to increase the number of women and minorities who want to become professors.

A Senate provision calling for an interagency council to improve cooperation between agencies with science-education programs was dropped, but the bill mandates a report on federal activity and coordination.

Other Measures Approved

Also receiving final approval before the Congress adjourned Oct. 27 were:

- A measure that encourages school-age children and young adults to participate in community-service programs, S 650.

The bill authorizes \$287 million over the next three years for a grant program to states to expand or implement community-service and "service learning" programs for students in elementary and

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Law Encourages Schools To Use Indian Languages

By Peter West

WASHINGTON—Federal officials are assessing the potential impact of a new law that encourages the use of Native American languages in schools run by the Bureau of Indian Affairs and in public schools enrolling Indians or other native groups.

Spokesmen for the Interior and Education departments said that the statement of federal policy—contained in a bill approved by the Congress without public hearings and signed into law last week by President Bush—might well result in an invigoration of native-language instruction.

But they also said that the intent of the new Native American Languages Act could prove costly and difficult to realize because of the vast number of native languages and the paucity of native speakers who have been trained as teachers.

"On the one hand, it promotes the languages, which is positive," said John W. Tippeconnic 3rd, who heads the Education Department's office of Indian education. "But it does create burdens for the schools."

The law includes no penalties for noncompliance. But some officials suggested last week that it could provide legal ammunition for parents seeking native-language instruction, particularly in B.I.A. schools and public schools with high concentrations of Native American students.

The measure declares that the policy of the United States is "to preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages."

It defines Native Americans as American Indians, native Hawaiians, and Pacific Islanders.

The measure was introduced last month by Senator Daniel K. Inouye, Democrat of Hawaii, as a last-minute amendment to S 2176, a bill reauthorizing the Tribally Controlled Community Colleges Act of 1978.

The Native Languages Act, proponents said, is designed to reverse an unofficial policy, dating to the waning days of the Indian wars, under which those languages have been denigrated or eradicated as a means of assimilating Indians into the mainstream.

Practical Impact Uncertain

Officials of both the B.I.A. and the Education Department said they supported the intent of the bill.

But they questioned whether supporters fully understood the potential costs of implementation and the difficulty of adhering to the policy in schools that may enroll pupils speaking as many as 70 native languages.

A Democratic staff member for the Senate Select Committee on Indian Affairs, which Mr. Inouye chairs, said the measure was designed in part to empower Indian parents to demand that native lan-

guages be used in instruction.

"Basically, this gives communities in specific areas a basis for going into B.I.A. schools and saying we want these languages taught," the aide said. "But there's nothing legally binding in this and, even now, if two or three parents go in and the rest of the school is non-Indian, I'm not sure how far they'll get."

Mr. Tippeconnic noted that many tribes already have native-language requirements for employees in public schools built on Indian land.

But he also suggested that even schools in areas where Indians are in the minority could be affected by the law, because it "makes a policy statement for the government."

He said that the potential impact for the Education Department could go beyond the Indian-education office into such areas as bilingual programs, although the measure specifically states that the policy does not preclude "the use of federal funds to teach English to Native Americans."

The law also "recognizes the right of Indian tribes and other Native American governing bodies to use the Native American languages as a medium of instruction in all schools funded by the Secretary of the Interior."

A spokesman for Eddie F. Brown, the Interior Department's assistant secretary for Indian affairs, said the use of such languages could pose practical difficulties for B.I.A. schools.

For example, he said, because Indian languages generally are orally transmitted, textbooks for teaching them often are not readily available.

The policy also urges schools to give credit for courses in native languages as they do for foreign languages.

No Hearings

The prospect of the new policy generated "incredible interest across Indian Country," according to Patricia Locke, a member of the legislative committee of the International Native American Languages Issues Institute, a prime mover in getting the policy before the Congress.

The law was enacted without committee hearings. Capitol Hill aides noted that a similar measure failed to make it out of committee in the last Congress and that supporters did not wish to repeat the experience.

Some proponents and committee aides said publicity was kept to a minimum because of fears that groups that favor making English the official language of the United States would derail the bill's passage.

But at least one such group, U.S. English, which had been unaware of the measure until its passage, subsequently urged President Bush to sign it. The group noted in a statement "the unique relationship of native North American nations to our country" as a reason to preserve languages that "otherwise would be in danger of extinction."

Footnotes

1. Final appropriation includes a 2.41 percent across-the-board cut for discretionary programs.
2. House consolidated Chapter 1 handicapped programs under Education for the Handicapped account.
3. Excludes FY91 permanent appropriation of \$7,148,000.
4. Administered by the Department of Health and Human Services.
5. Programs administered by the Department of Labor.
6. Included in appropriations bill for the Interior Department.
7. Included in appropriations bill for the Department of Housing and Human Development, and independent agencies.

SOURCE: U.S. Congress

DATABANK

Final Education Department Budget for Fiscal 1991

	FY 1991				
	FY 1990 Comparable	Administration Request	House Bill	Senate Bill	Conference Agreement ¹
(in thousands)					
COMPENSATORY EDUCATION FOR THE DISADVANTAGED					
Grants for the Disadvantaged (Chapter 1):					
Grants to local educational agencies:					
Basic grants.....	\$4,373,146	\$4,463,100	\$5,121,000	\$5,130,000	\$5,001,975
Concentration Grants.....	395,112	495,900	569,000	570,000	555,775
Capital expenses for private-school students.....	25,682	25,682	26,000	40,000	36,108
Even Start.....	24,201	48,000	60,000	48,000	49,771
State agency programs:					
Migrant.....	282,444	293,742	310,000	293,742	294,596
Handicapped ²	146,389	146,389	—	152,537	148,861
Neglected and delinquent.....	32,791	34,103	34,000	40,000	36,108
State administration.....	50,176	54,000	60,600	60,600	59,140
State program improvement.....	12,544	24,000	15,150	15,150	14,785
Evaluation and technical assistance.....	11,853	15,000	15,000	12,000	13,175
Rural technical-assistance centers.....	4,445	4,445	4,500	4,645	4,463
Total, Chapter 1.....	5,358,783	5,604,361	6,215,250	6,366,674	6,214,757
Migrant education:					
High-school-equivalency program.....	7,858	7,858	8,000	8,000	7,807
College-assistance migrant program.....	1,720	1,720	2,000	2,000	1,952
TOTAL.....	5,368,361	5,838,939	6,225,250	6,376,674	6,224,516
IMPACT AID					
Maintenance and operations:					
Payments for 'a' children.....	578,500	578,500	600,000	610,000	585,540
Payments for 'b' children.....	123,500	25,000	140,000	130,000	138,828
Payments for federal property (Section 2).....	15,354	15,354	17,000	17,000	16,500
Disaster assistance (Section 7).....	—	15,000	14,000	14,000	13,563
Construction.....	14,998	27,000	27,000	27,000	26,349
TOTAL.....	732,352	660,854	800,000	800,000	780,720
SCHOOL-IMPROVEMENT PROGRAMS					
Educational improvement partnerships (Chapter 2):					
State block grants.....	455,717	474,405	456,000	473,149	448,914
Evaluation.....	1,481	1,000	1,000	1,000	976
National Programs: ²					
National Diffusion Network.....	12,837	12,632	14,000	15,000	14,151
Inexpensive book dist. (inc. AIR).....	8,576	8,914	9,500	9,500	9,271
Arts in education.....	3,851	3,972	4,500	4,500	4,392
Law-related education.....	4,938	4,824	5,000	6,000	5,855
Blue-ribbon schools.....	494	873	900	914	885
Total, Chapter 2.....	487,894	506,620	490,900	510,063	484,444
Foreign Language Assistance.....					
—	—	—	—	6,000	4,880
Drug-free schools and communities:					
State grants.....	437,881	487,619	487,619	532,380	497,709
School personnel training.....	14,554	14,554	14,554	14,699	14,274
National programs.....	85,815	91,127	91,127	99,000	94,663
National Commission on Drug-Free Schools.....	988	—	—	—	—
Strengthening teaching and administration:					
Mathematics and science education.....	135,618	230,000	200,000	237,000	213,722
Fund for the improvement and reform of schools and teaching.....	8,358	8,358	9,000	8,701	8,895
Alternative teacher/principal certification, pending legislation.....	—	25,000	—	—	—
Presidential awards for excellence in education, pending legislation.....	—	7,600	—	—	—
Territorial teacher training.....	1,762	1,762	1,800	1,836	1,774
Leadership in Educational Administration (LEAD).....	3,845	4,215	3,845	4,006	3,831
Christa McAuliffe fellowships.....	1,932	2,013	2,000	2,013	1,959
Mid-career teacher training.....	987	987	1,000	1,028	990
Magnet-schools assistance.....	113,189	113,189	113,000	113,000	110,277
Fund for innovation in education.....	18,939	18,939	25,000	28,500	27,813
Javits gifted and talented education.....	9,888	8,888	10,000	9,252	9,759
Education of homeless children and youth.....	7,404	7,500	7,500	7,500	7,320
Women's educational equity.....	2,098	1,000	2,000	2,098	2,000
Training and advisory services (Civil Rights IV-A).....	21,451	21,451	21,500	22,330	21,387
Dropout-prevention demonstrations.....	19,945	45,000	30,000	40,000	34,157
Secondary basic-skills demonstration.....	4,938	—	—	—	—
Educational Partnerships.....	3,703	3,703	3,700	5,000	4,245
General assistance to the Virgin Islands.....	4,391	4,391	4,400	4,571	4,378
Ellender fellowships.....	3,703	1,000	3,700	4,703	4,101
Follow through.....	7,171	—	—	7,465	7,285
Star schools.....	14,813	—	—	15,420	14,456
Native Hawaiian Education Act.....	6,419	—	6,400	6,682	6,383
National writing project.....	—	—	—	2,000	1,952
TOTAL.....	1,417,686	1,704,916	1,529,045	1,685,247	1,582,654
INDIAN EDUCATION³					
TOTAL.....	73,638	75,762	75,762	75,762	75,762
BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION					
Bilingual programs.....	115,779	132,642	120,000	124,028	121,039
Support services.....	10,838	10,838	13,000	10,838	11,632
Training grants.....	31,913	31,913	42,000	31,913	36,066
Immigrant education.....	30,144	30,144	30,000	30,000	29,277
TOTAL.....	188,674	205,537	205,000	196,779	198,014
EDUCATION FOR THE HANDICAPPED⁴					
State grants:					
Grants to states, general ⁵	1,542,610	1,815,123	2,400,000	1,825,125	1,854,210
Preschool grants.....	261,510	257,730	257,730	300,000	282,770
Grants for infants and families.....	79,520	88,701	90,000	120,000	117,108
Special purpose funds:					
Oral and other severely handicapped projects.....	20,374	—	—	21,228	20,716
Severely emotionally disturbed.....	—	—	—	2,000	1,562
Early childhood education.....	23,768	—	—	24,300	24,202
Secondary and transitional services.....	7,939	—	—	15,000	14,688
Postsecondary programs.....	6,510	—	—	8,778	8,551
Innovation and development.....	19,25	—	—	20,872	20,174
Audio and recording services.....	12,139	—	—	16,830	15,421
Special education technology.....	6,425	—	—	5,731	5,586
Special studies.....	8,545	—	—	4,000	3,504
Specialist personnel development.....	83,709	—	—	71,000	68,288
State training.....	7,284	—	—	10,000	9,739
Equipment and information clearing houses.....	1,479	—	—	1,563	1,538
Regional resource centers.....	8,310	—	—	6,783	6,623
TOTAL.....	2,048,366	2,072,854	2,497,730	2,282,555	2,277,688